Using Multicultural Role-Play to Improve End-of-Life Care Education

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Objectives

• The learner will be able to:
  – Identify strategies used to develop an interdisciplinary standardized patient nursing simulation experience.
  – Discuss the training and education required to become a standardized patient and the steps taken toward integrating interdisciplinary SP's into a nursing simulation curriculum.
  – Recognize the advantages of integrating multicultural standardized patients into simulation.
  – Differentiate the various steps of a two-phased simulation debriefing.
Purpose

• Evaluate the effectiveness of an undergraduate End-of-Life education with simulation
Nursing curricula and clinical rotations often lack educational opportunities that address such challenges related to end-of-life (EOL) care conversations.

Nurses have reported feeling uncomfortable and ill prepared to carry out appropriate end-of-life conversations.
Significance

- In 2012, the World Health Organization reported 56 million deaths worldwide.
- Death is not unique in healthcare, but many nursing students and nurses feel unprepared to address it.
Methods

• Mixed method study
  – The Katherine Frommelt Attitudes toward Care of the Dying (FATCOD-B) survey was administered at two time points (pre/post)

• Undergraduate students:
  – Participants: Nursing students
  – Simulated Patients: Theater students

• End of Life education
  – Online and Simulation
Fifty-six participants completed a mixed method study. Responses from the nursing students revealed that receiving feedback from a SP was a new experience and something to which they were not initially receptive. Following the change to the two-phased approach, the nursing students’ opinions of the overall experience was more positive.
Results

They felt more aware of the family members’ needs and shifted from a patient-focused care approach toward a family-centered care approach.

Respondents described the scenario as being realistic and a valuable learning opportunity.

Participant mentioned that when an SP daughter asked “if her mother died” it created a lasting impression.
Simulation Debriefing

- Two-phased debriefing process:
  - In-character feedback
  - Traditional debriefing

- Student self-reflection
Multicultural Simulation

- Cultural diversity
- Gender diversity
- Integration of simulated person-student feedback
Conclusion

- Realism was further deepened through the integration of SPs from different cultures and genders

- Influence of culture on end-of-life nursing care is important

- In-character feedback conducted at the bedside to provide patient perspective may be more well received
Conclusion

- A reciprocal understanding of each other’s roles, and a comprehensive pre-briefing is vital

- Finally, the debriefing that includes a discussion about the experience of receiving bedside feedback from the “patient’s” perspective may be important to give the opportunity for learners to reflect on receiving this type of feedback
References


References

